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ABSTRACT

This study surveyed members of the Association of International Educators and community volunteers to find out how international student speaker programs actually work. An international student speaker program provides speakers (from the university foreign student population) for community organizations and schools. The results of the survey (49 responses to a survey questionnaire) and practical experience indicated that the typical program involves 25 to 50 students per year and at least 20 presentations. Audiences for speakers are commonly schools but also include civic organizations, church groups, scouts, and mass media outlets. The program is usually run out of the university or college's international office which matches requests with speakers, recruits students, publicizes the availability of the program, orients potential participants, and trains participants. Perennial problems usually are in finding time, sufficient financial support, logistics of transportation and scheduling, and communications. Characteristics of a successful program include good speakers and good audiences, program organization, cooperation and collaboration with other agencies, and evaluation. In addition, the survey found several interesting variations on the traditional speakers program format. Appended are a listing of 48 programs and sample forms, fliers and questionnaires from two programs. (JB)

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International Student Speaker Programs: "Someone from Another World"

Dr. Angene Wilson

1992

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International Student Speaker Programs: "Someone from Another World"

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For many years, international students have enhanced cross-cultural understanding through their visits to American classrooms and community meetings. Third graders have tasted ground nut stew made by a student from Sierra Leone. Middle graders have worn saris from India and seen pictures of pagodas and McDonalds in Japan. Secondary students have learned about the similarities and differences in teenage life around the world. Community groups have heard varied perspectives on women's issues and current political situations. Americans of all ages have reported "learning more" from their face-to-face experience with "someone from another world."

This paper, based on the author's own experience and research and on responses to a questionnaire sent to NAFSA members through electronic mail and to community volunteers by regular mail, describes how international student speaker programs actually work and offers suggestions for how they can work better.

Definition

An institution, usually the international student office of a college or university, has the beginnings of a speakers program when it answers requests for speakers from schools and community organizations. Matching the student with the request is the minimal service provided. Since most institutions of higher education consider service to the community part of their mission and most communities are accustomed to looking to colleges and universities for resources, the evolution of occasional requests into international student speaker programs is natural.

The typical program, based on the 49 responses to the questionnaire, involves 25 to 50 students per year and at least 20 presentations. Of the programs responding to the questionnaire, 12 made more than 100 presentations per year.

Audiences

The audiences to whom international students speak are varied. Although students in schools are by far the most common group addressed and there are many programs developed collaboratively with schools, audiences also include:

1. civic organizations, such as Rotary, women's groups
2. church groups
3. Scouts
4. summer camps
5. senior citizens groups, Elderhostel, nursing homes
6. college classes and residence halls
7. youth correctional institutions
8. radio and television programs and interactive satellite tv

Roles of the International Office

1. Matching a request with a student is the chief and minimal role the international office plays, according to responses to the questionnaire. For about half the respondents, it is the major role. Some offices take requests from the community on a case by case basis. Sometimes the office makes the initial contact with the student for the requester and asks the student to call the r. Other offices give the r a select list of students who have agreed to be speakers and ask the r to make the arrangements.

2. Recruiting students is a second role international offices often play. When answering requests on a case by case basis begins to take a good deal of time, offices may find it easier to develop a list or register of the interested students, both for themselves and for the requesters. Applications can be handed out at orientation for new students or students can be recruited when they are involved in other activities the office organizes. In addition to name and country, address and phone number, applications may also ask what kind of materials the student has on his or her country, such as slides, music tapes, and dress; what kind of presentations the student is comfortable doing, such as teaching language or a song or game; and what types of groups the student may be comfortable with, for example, young children or an adult civic group.

3. Publicizing the availability of the speakers program is a third role which campus international offices play, if they feel they have time to respond to the new requests such publicity may generate. Newspaper articles describing the visit of international students to a school and simple tri-fold brochures with basic facts and participant comments are fairly common. Publicity accomplishes two aims: it offers favorable press for the idea of utilizing international students as resources, and it provides how-to information for groups that may be interested in having international speakers.

4. Orienting is a fourth role for the international office. Orientation provides an overview of the organization, a general description of the program and how it works, and an opportunity for people to indicate an interest in participating. One creative way of offering orientation is a videotape for students (University of Alabama). More typical are handouts or a booklet with specific suggestions, usually for both the student and for the r (Michigan State University's *Bridges to International Understanding*, developed with a NAFSA grant in 1985 and available for $3.00, is an excellent model, but single sheet handouts can be as effective).

5. Training is a fifth role, providing job-specific details to people who have already determined they are interested in participating. International students may participate in a workshop which gives them models of classroom presentations, information on communications and arrangements, information about the American school system, and help in putting together resources. Inservice workshops for teachers which introduce them to the possibilities of utilizing international student speakers are another form of training. Several programs have regular meetings for international students and teachers. For example, the University of Kentucky hosts a once-a-semester inservice workshop for matched international students and teachers to plan the student's three visits to the classroom.

An institution may call a program an international student speakers bureau when the matching function is performed. A much better program will be the result when recruiting, publicity, orientation, and training are part of the program.

Perennial Problems and Partial Solutions

l. Time is always a problem for usually overworked staff in international offices. Various solutions were offered by respondents to the questionnaires. Virginia Tech discovered that direct contact between the schools and the students cut out the third party (the office) and made communication and arrangements much easier. Other offices report that they screen requests and match, but then let persons work out details of schedule and transport directly. Some offices have used work study students, scholarship students, student volunteers, or interns to assist in running the program. Students can do telephoning and even design brochures. Some programs are community based and are run by community volunteers. For example, the International Community Hospitality Association has an officer, the speakers bureau chair, who is responsible for the speakers bureau at Tennessee Technological University.

2. Money is a second problem. The majority of programs responding to the questionnaire reported that they do not pay students to speak. Some ask requesting organizations to reimburse the student for transportation or to provide transportation. The three largest programs do pay: University Museum, U. of Pennsylvania pays $20 to $100 depending on the program, with funding coming from fees, grants and university endowment. University of Oregon's and Oregon State's participating students work 80 hours a year for a full or partial tuition waiver, an arrangement agreed to by their state legislature. Massachusetts students can also be reimbursed through state funding.

Other programs have sought funds from foundations and from civic groups. University of Kentucky, whose students are paid $45 for three visits to the same classroom during a semester, gets half its funding from the school district and half from local women's groups. Because of recent budgetary and bureaucratic difficulties in paying the students, that program will now ask teachers to find money at the local school for students' expenses, in making food, for example, rather than pay a stipend. Rochester International Friendship Council asks schools to pay a fee ($70) which entitles that school to a minimum of five international student speakers each year. Texas Tech asks the requesting group to make a contribution to their emergency loan fund for students.

3. Logistics, particularly transportation and scheduling, is a third problem. Lack of transportation is solved in various ways: asking r to provide transportation, reimbursing students for transportation (if they have a vehicle or use public transportation), and, occasionally, providing transportation.

Scheduling does not always have a solution; the one student from Afghanistan may simply not be able to visit a particular classroom at a particular time. It is important the r understand that the more flexible the request in terms of time and country preference, the more likely the request can be accommodated. Allowing r and student to make plans with each other directly seems to be one usually workable solution. Using campus mail to contact students may be another.

4. Communication with schools and teachers is a fourth problem. Programs report too specific requests by country and/or topic, requests for too many students, late requests, lack of confirmation, expectation by schools of free entertainment instead of personal encounter, demand for information students don't have, lack of preparation for international student visit, discipline problems in classrooms. A healthy respect for the harried, hard-working teacher who has limited access to a telephone during the day, is one key to maintaining good communication with teachers. The minimum communication should be a one-page list of guidelines sent to teachers who participate in a program.

Characteristics of a Successful Program

1. Enthusiastic and willing students and appreciative and interested audiences are basic to success. Most international students enjoy the opportunity to talk about their countries, especially after they have done it once. Most audiences are intrigued by the first-hand perspectives of persons from other countries, particularly if they are prepared for the occasion.

2. Organization of the program is also crucial, including of course the dedicated, committed person who organizes, whether that person is a volunteer, a work-study student, or an international office staff person. Organization is necessary whether the organizer is putting requester and international student in direct contact, thus minimizing the organizer's role, or whether the organizer is performing a more time-consuming role — recruiting, publicizing, orienting, and training, as well as matching.

3. Cooperation and collaboration with other institutions or organizations or other units on a campus is often a characteristic of a successful program. That may mean working together with schools so they provide publicity, logistical support, and even some funding and inservice training time. It may mean working with a senior citizens center to provide speakers for their monthly programs. It may mean getting together a panel of international students to speak to a nursing class on women and health care.

4. Evaluation is also important for a successful program because attention to what is said on evaluations encourages improvement. One page, fairly open-ended evaluations and oral feedback are most common.

5. A summary of secrets for success was offered by Mary Anne Flournoy of the Ohio Valley International Council of Ohio University: promotion, partnerships with diverse groups, publicity, personalization of international education, regular not soft money funding, capitalizing on institutional strengths, long-term planning and commitment, accessibility of program to schools and community, evaluation, and rewards system (such as small honoraria and reference letters for students and mini-grants from private funding for teachers).

Variations on the Theme of International Student Speaker Programs

An institution may decide to go beyond the basics of an international student speakers bureau which responds to requests for one-time presentations to a variety of audiences for at least two reasons. Needs or opportunities for collaboration with specific programs and groups may present themselves and/or there may be a concern for more effective international/cross-cultural education than a one-time presentation can offer.

A sample of needs which have been met by international student speakers bureaus include:

1. workshops on world regional areas for teachers (Michigan State)

2. panel discussions for freshman seminars (Montclair State) and culture-sharing partners for students in classes such as African History, Honors English, and International Dress and Textiles (University of Kentucky)

3. Model United Nations briefings (Ohio University) and United Nations Day at local high schools (University of Virginia)

4. speakers for study groups studying development issues at libraries (Foreign Student Service Council, Washington, D.C.)

5. speakers for "Create a Country" with the Virginia Discovery Museum (University of Virginia) and resource persons and artifacts for whatever is the current focal country at the Children's Museum in Lexington, Kentucky (University of Kentucky)

6. culture kits (boxes of artifacts from various cultural areas or specific countries) so international students have visual aids for their presentations (University of Michigan and University of Iowa, among others)

7. resources for local broadcast and print media on country-specific information, including Minnesota Public Radio's daily "World View" program (University of Minnesota)

8. students as teachers for a Saturday morning program for disadvantaged children and as resources for international festivals for a 4-H organization and a local elementary school (University of Georgia)

9. multicultural teams (African and African-American, Latin American and Chicano/Latino, for example) to enrich U.S. and international student interaction through multicultural presentations on campus and in schools (International House Berkeley)

Sometimes programs prefer to target such special needs or opportunities as the main goal for their international student speakers program both because they can be the basis for collaboration with other units in the institution and/or the community and because they make most educational sense.

For instance, the College of Notre Dame in Maryland received a NAFSA grant in 1990 to develop a program entitled Project SHARE in which faculty mentors recruited and trained international students to make a number of presentations on their countries over a period of weeks to schoolchildren. They have institutionalized the program as a for-credit course for international students which begins with the concepts of culture and cross-cultural communication and an introduction to American education and includes observations in schools, practice in making cultural presentations, and then the cultural presentations in schools.

Kent State University received a NAFSA grant in 1991 to develop a program in which elementary social studies methods class students worked together with international students to prepare presentations for elementary schools. The program now reaches about 160 American students, and future plans include building a relationship between the neighborhood school and the apartment complex of international students which it serves by involving both international students and spouses in working with teacher education students to develop units of instruction which have a culture-specific focus.

In 1984 the University of Kentucky received a NAFSA grant to begin an International Classroom program which continues to match 20 applicant international students and 20 applicant local teachers each semester. Two requirements are vital to the program's continued success: l) a training workshop at which students and teachers meet and plan — and eat an international meal together, and 2) three visits to the same classroom so the international student and the American students get to know each other. As one teacher said about her Indian guest: "The first graders grew to love her and looked forward to her visits, as they learned some of her language and how to play a game." American students usually learn something about the country before the guest arrives and have questions ready. International students often talk about their own families and lives and their country in general during the first class and then teach language, songs, games, dances and prepare food for elementary and middle school children. In the high schools, they may talk with students about current issues in a social studies class or add cultural information to a foreign language class. Sometimes the international students are invited to eat lunch with the American students or even accompany them on a field trip or participate in a school-wide special activity. Sometimes the class will decide to use what they have learned in International Classroom for their exhibit or performance for the annual International Fair at the College of Education.

Another model for working with schools is the IN GEAR program (International Network for Global Educational Activities in Rural Schools), sponsored by International Programs and Services at Southern Illinois University at Carbondale and the Illinois State Board of Education. Faculty from the College of Education present sessions on global education for teachers and international students make presentations in schools about a variety of subjects. In five years, about 450 students have visited schools 50 to 70 miles from Carbondale, reaching more than 20,000.

The Teachers Center for Global Studies at Clark University in Worchester, Massachusetts is an example of a speakers bureau which does not limit its roster to international students. They utilize returned Peace Corps volunteers and other Americans who have lived and worked in foreign nations as well.

The Minnesota Awareness Project, an outreach program of the Minnesota International Center promotes greater understanding of development issues by sending teams of three to four trained international speakers into communities throughout the state to speak to schools and community groups and to participate in special activities planned by the host community. While the presentations take place between March and June, preparation begins with initial contact with the program during fall and winter by a community representative who coordinates the speaking events and arranges for hosting the students. There is a charge for speaker stipends and for transportation. The project student handbook includes excellent advice for discussing the issues of hunger and poverty.

The Oregon Model, started in 1983, is still another variation on the theme. Students accepted into this program receive scholarship assistance that will reduce tuition and in return provide a minimum of 80 hours of cultural service to the state of Oregon. At Oregon State, for example, 37 students in 1990-91 provided 80 to 150 hours each to the community. They made over 345 school presentations in 18 school districts and participated in International Week activities, National Geography Week, and an International Read-In. A student from Taiwan helped teach Chinese every week at a high school and a student and Olympic swimmer from Costa Rica coached local high school teams. The international students responded to 150 requests from the university for presentations in such venues as residence halls, the Women's Center, and an Honors College course. They also spoke at senior centers, churches, scout meetings, and were featured on radio shows.

Yet another variation is the Ohio Valley International Council, housed in Ohio University's Center for International Studies. Besides working with schools, OVIC runs such programs as Toward a Peaceful World, a yearly seminar for American and international students to discuss controversial political issues in a retreat setting with follow-up activities on regional campuses. OVIC taps into existing national programs, too, such as Great Decisions and World Food Day and the Peace Corps Worldwise Schools.

Arguably the oldest program, University of Pennsylvania's International Classroom is headquartered at the University Museum. In one year the program serves more than 24,000 children and adults from 400 different school and community groups. One popular program is entitled "The World Ancient and Modern" which allows children to see ancient civilization through a museum gallery tour and then hear a presentation on modern life by an international student who is from the culture being studied.

Conclusion

Evaluations are usually overwhelmingly positive about international student speaker bureau programs. For example, an initially skeptical teacher involved in the Kent State program reported that the day the student from Beirut talked to her fifth graders during their study of the American Civil War and shared his first-hand experiences about civil war was the most exciting day of her 20-year teaching career. International students also report unforgettable experiences.

Although most evaluation has focused on reactions of requesters and international students, there is, as well, evidence of the impact on American students. Rural fourth, fifth, and sixth graders, who

participated in the Ohio University program and were interviewed by a researcher, stated that the project was a good idea because they "learned more." A sample of responses includes:

"You learn more because it's the real thing."
"You can see what they really look like and how they talk."
"People can tell you more than books. It's hard to believe in a book."
"With someone telling us it seems like you can ask questions and he can give reasons."

When asked what they remembered from international visitors in previous years, the students most often mentioned artifacts. In the interviews, some students seemed to focus on the differences between cultures and what was "weird," but most students answered positively when asked whether they would like to travel to the homes of the international visitors in Brazil, Indonesia, and Nigeria.

It was a fifth grader in a rural, isolated school in the Ohio University Program who provided the title for this paper. When asked what the visit of an international student had meant to him, he responded, "It's just nice to have someone from another world around." In the 1990's we obviously live in one world in many ways, but in other ways it is still a challenge to bring different worlds in contact with each other. International student speaker bureaus are doing that!

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WHO?	IC is sponsored by UK's Office of International Affairs. Each semester the program pairs Fayette County teachers (1-12) and University of Kentucky international students.
WHAT?	IC is a program designed to introduce your pupils to international students from UK. The international student will make 3 separate visits (approximately 1 hour each) to your classroom to teach about his/her country.
WHY?	The purpose of IC is two-fold: to help young Americans learn about other countries, customs, languages, and ways of life; and to give internationals an opportunity to interact with American students.
WHEN?	We will begin with a <u>required</u> orientation workshop on Saturday, September 19 from 9:00 AM -12:30 P.M. The workshop will include cross-cultural learning exercises and an opportunity to meet the student with whom you are paired. With ideas from workshop leaders, teachers help students plan activities appropriate to the curriculum and grade level, and teachers learn how to effectively prepare their classrooms for the visitor. The workshop is under the direction of a faculty member from the College of Education. The workshop includes an international potluck. The 3 classroom visits take place over the course of the semester at times mutually agreed on by teacher and international student.
TRANS-PORTATION	Since many international students do not own cars, transportation arrangements, should they be necessary, are the responsibility of the teacher. A letter will be sent to your principal informing him/her that you have been selected for this special program and requesting assistance in making transportation arrangements.
HOW?	To apply to participate in International Classroom for the Fall Semester 1992, please complete the attached application form and return to Kay Roberts.
DEADLINE?	Your application must be <u>received</u> by Kay Roberts by August 31.
QUESTIONS?	Call Kay Roberts, Community Liaison, at 257 - 8776.

TEACHER APPLICATION FOR INTERNATIONAL CLASSROOM

Name_____Home Phone_____

School_____School Phone_____

School Address_____Zip_____

Grade_____Class Size_____Subject Area_____
(Please do not combine classes)

Planning Periods_____Principal_____

Have you participated before in I.C.?_____ If so, when?_____

Transportation is the responsibility of the teacher. Will you/your school provide transportation should that be necessary? Yes___ No____

Can you attend the **REQUIRED WORKSHOP** for all participants? Yes___ No___

Saturday, September 19, 1992
9:00 A.M. - 12:30 P.M.
(includes international potluck)
Faculty Lounge, 109 Dickey Hall, UK

Rank the areas of the world that you prefer (1-3) and/or mention a specific country you may be studying. We will do our best to pair you with a student from your area of preference, but substitutions may be necessary.

_____Asia _____Africa _____Europe

_____Latin America _____Middle East _____No Preference

Specific country(ies) you may be studying _____
_____

What do you hope to accomplish by having an international visitor?_____

_____

_____

_____

Return application by August 31, 1992 to:
Kay Roberts, International Classroom
205 Bradley Hall, University of Kentucky
Lexington, KY 40506-0058

You will be notified whether or not you were selected by **September 4, 1992.**

VOICES AROUND THE WORLD

International Speakers Bureau

I would like to participate in VOICES AROUND THE WORLD.

Name _____ **Age** _____

I am enrolled as _____ **FT Student at CND**

_____ **ELI student for** _____ **term.**

_____ **CE Student** ___ **PT** ___**FT**

_____ **WEC Student** ___ **PT** ___**FT**

I live ____ **on campus in** _____**Hall, Room** _____

My phone number is _____

I live ____ **off campus. My address is:**

_____

_____

My phone number is _____

My home country is _____

My native language is _____

Besides English, I also speak _____

I would like to participate in the following ways: (check as many as you like)

_____ **as an individual presenter. I would like to talk about:**

_____

_____

_____

_____ **on a panel with other students from my own country. I would like to talk about:**

_____

_____

_____ **on a panel with students from various cultures. I would like to talk about:**

_____

_____

International Students in Service
Fall 1991 Schedule

Student Name _____

Address Home _____

_____

Campus _____

Phone Home _____

Work _____

Do you have a car? _____

Please list days and times that are most convenient for you to do a classroom presentation. Keep in mind that you may be asked to do two presentations at one school, so allow 2-3 hours for one school visit.

Please list topics you feel most comfortable presenting. Refer to the list of suggested topics for ideas.

Please list any visual or audio aids you already have available to use in your presentations. These can include native dress, maps, slides, photographs, music cassettes, posters, etc.

Each ISIS participant will have $25 to purchase supplies for their classroom presentations. Please list possible purchases you would like to make (eg, if a Japanese student would like to demonstrate origami and have students participate, you could buy origami paper).

STUDENT APPLICATION FORM FOR INTERNATIONAL CLASSROOM

Mr. / Mrs. / Miss / Ms. Social Security #

_____ _____

FIRST NAME LAST NAME

Local address: _____

City: _____ State: _____ Zip: _____

Telephone: (Home)_____ (Office) _____

Home Country: _____ Visa Type: _____

How long have you been in the United States? _____

What degree are you working for? _____ Major? _____

Birthdate: _____ Marital Status: _____

(month) (day) (year)

Native Language: _____ Religion: _____

Do you play a musical instrument? _____ yes _____ no

If yes, what instrument? _____ Do you have it with you?

Do you have records or tapes from your country? _____ yes _____ no

Can you demonstrate a dance from your country? _____ yes _____ no

Do you have clothing typical of your country? _____ yes _____ no

Do you have photographs of your family, home, etc. _____ yes _____ no

Do you have a large map of your country? _____ yes _____ no

Please list any items or artifacts you have from your country _____

_____

Do you have any teaching experience? _____ yes _____ no

If yes, what age level? _____

Have you spoken before groups? _____ yes _____ no

Have you participated in International Classroom previously? ___ yes ____no

If yes, when? _____

Do you have a car or access to one? _____ yes _____ no

Check the topics you would feel comfortable addressing as they apply to your country.

_____ Folklore
_____ Clothing
_____ Shelter
_____ Aging
_____ Food/cooking
_____ Law and order
_____ Religion
_____ Gender roles
_____ Energy/environment
_____ History
_____ Politics
_____ Education
_____ Literature
_____ Music
_____ Art
_____ Social Customs
_____ Rural Life
_____ Urban Life
_____ Geography

International Classroom is sponsored by the Office of International Affairs. For information, contact Kay Roberts, 606 257-8776.

THE WORLD AFFAIRS COUNCIL of OREGON

One World Trade Center • 121 S.W. Salmon • Suite #320 • Portland, OR 97204 • (503) 274-7488 • Fax (503) 228-6350

INTERNATIONAL CLASSROOM PROGRAM

Request for Speaker

Today's Date _____

International Student _____

Teacher _____ Home Phone _____

School _____ School Phone _____

Best times to call (home)_____ (school)_____

School Address _____

Grade(s)_____ Subject(s)_____

Date visit requested _____

Time _____

Class size _____ Information about school or class:

Area of the world/topics being studied:

Objectives of visit:

Suggested format for the speaker's visit:

Transportation arrangements:

If you have any questions, please contact:

Jean Campbell
World Affairs Council
274-7488

VOICES REQUEST FORM

Date of Application _____

Name of Organization _____

Contact Person _____

Phone Numbers of Contact Person:

Home _____ Work _____

Address of Contact Person:

_____

_____

Address of Meeting Place:

_____

_____

Topic Requested:

_____

Date and Time for Presentation

1st choice _____ 2nd choice _____

Length of presentation: _____

Audience: Adult ____ Males ____ Females ____ Mixed ____
Senior High School ____ Grade Level ____ Subject _____
Junior High School ____ Grade Level ____ Subject _____
Elementary School ____ Grade Level ____ Subject _____

Coordinator: _____

Presenters: _____

_____

_____

_____

_____

Transportation Arrangements:

_____

_____

_____

Confirmation Sent: _____

Response Log: _____

_____

_____

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Stimson Lumber Company
Vanport Manufacturing, Inc.

Date

Dear

Through the World Affairs Council International Classroom Program, there has been a request for you to visit a local school to tell students about your country. The details of the request are provided on the next page. If possible, please call the teacher within three days after you receive this letter to accept or decline the invitation.

The teacher has been informed that you will call to discuss specific plans for the visit and transportation arrangements. If you are not able to call or cannot reach the teacher, please call me, your international student advisor, or campus visitor program coordinator (PSU--Barbara Brecht, Reed--Yuka Nagashima, Lewis & Clark--Silvia Torres).

Teachers consider international classroom visitors a wonderful resource for adding accuracy and the human dimension to global studies. We hope this educational/ cultural exchange will be interesting for you as well.

Please call me if you have questions or need assistance in preparing for this presentation.

Sincerely,

Jean Campbell

Jean Campbell
Schools Program Coordinator

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Northwest Natural Gas
Northwest Regional Educational Laboratory
OECO Corporation
Oregon Trade Fairs
The *Oregonian* Publishing Company
Pacific Development, Inc.
The Portland Hilton
Price Waterhouse
Schwabe Williamson & Wyatt
Security Pacific Bank Oregon
Touche Ross & Co.
Vanport Manufacturing, Inc.

Dear

I am writing in response to your request for an International Classroom Program presentation from a local international student. The following student(s) have been asked to call you to schedule a visit:

Enclosed, you will find some background information, as well as an evaluation form to be completed after the visit. This is a very important form of feedback for the program and the participating students so I urge you to send it in soon after the visit.

If you do not hear from the student or have questions or concerns, please call me. I hope the presentation goes well for you and your students. Please contact me with additional requests for visitors.

Sincerely,

Jean Campbell
Schools Program Coordinator

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INTERNATIONAL STUDENT REPORT

Speaker_____ Date _____

Teacher_____ School _____

Thank you very much for participating in the International Classroom Program. We would like to have your comments on your presentation so that we may improve the program in the future. Note that this form can simply be folded, stapled and mailed back without an envelope. Thank you.

1. Were there any difficulties contacting the teacher? YES NO
   Comments:

2. Were you told what to expect. what to cover, what methods to use? YES NO
   Comments:

3. Was there any problem with transportation? YES NO
   Comments:

4. Did the audience have some background on your country? YES NO
   Comments:

5. Did anyone ask questions? YES NO
   a. Were you insulted by any of the questions? YES NO
   b. Was there adequate time for questions? YES NO
   Comments:

6. If you were in a classroom, was the audience well behaved? YES NO
   Comments:

7. Would you be willing to do this again sometime? YES NO
   Comments:

8. What advice would you give other international students visiting a classroom?

9. What did you learn?

Additional Comments:

International Student Involvement Evaluation

1. How many international students participated in your classroom?

   From what countries were these students?

2. Briefly describe how these students were involved with the class.

3. Of what value did you and your students find their participation? Was it relevant to the instructional program the students were engaged in?

4. If international students were to be used in such an experience again, what suggestions/ideas would you offer to improve upon their involvement and the experience of your students?

5. How did you personally benefit by:

   the international students?

   the elementary education students?

Any additional comments would be appreciated on the back of this paper. Thank you.

THE WORLD AFFAIRS COUNCIL OF OREGON

INTERNATIONAL CLASSROOM PROGRAM EVALUATION

Please complete this evaluation of the ICP student and the program. Your responses are read carefully by program coordinators and the presenters in order to improve our service to schools and the community. Return to:

Jean Campbell
The World Affairs Council of Oregon
One World Trade Center
121 S.W. Salmon, Suite #320
Portland, OR 97204

Presenter's Name_____Date of Visit_____

Evaluator's Name_____

School/Organization_____

Please list the positive aspects of the presentation:

1.

2.

3.

Please list specific recommendations that this presenter can use to improve future school visits:

1.

2.

3.

Please comment on program educational benefits, difficulties, or general suggestions for the program.

ELED 31123 Evaluation of International Student Participation

I wish to thank you for participating with my Elementary Social Studies students in their professional and personal development. I know they have grown in many ways as a result of your contributions. I am interested in knowing your thoughts about the experience, especially so I might make any necessary changes if the experience was to be repeated again. Thank you for taking the time to complete this form.

1. With how many American students did you participate? ____

How many times did you meet with your American participants

during class planning? ____

out-of-class planning? ____

out-of-class informally? ____

telephone contacts? ____

during class instruction and school visits? ____

other? ____ (please explain)

What did you do during your school visits?

2. Of what personal value was your participation in this project?

Of what value to your professional development was this experience?

3. Would you recommend that other international students participate in this project if it was offered again?

Would you participate in this project if it was offered again?

If this experience was to be repeated, what changes would you suggest to improve upon it?

If you have any other comments or suggestions, please use the remainder of this form.

Please return this form to Dr. Cushner in 401 White Hall, or Ann Gosky at the Office for International Student Affairs. Thank you.

NAFSA
ASSOCIATION OF
INTERNATIONAL
EDUCATORS

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